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ABSTRACT

A handbook for participants of a workshop on the process of describing and documenting the implementation of bilingual programs is presented. The workshop is part of the Bilingual Technical Assistance project. Workshop objectives are to: generate implementation questions appropriate for a given bilingual program; apply a strategy for describing the factors that influence a particular bilingual program; identify relationships between program inputs, context, processes, and outcomes; and know criteria for selecting instruments appropriate for gathering implementation data. The following aids are presented: worksheets; a list of factors involved in program dynamics; a list of factors affecting attitudes toward the bilingual program; sample questions to identify key program features for implementation evaluation; a list of kinds of data useful in examining program dynamics; and a list of advantages and disadvantages of four methods for implementation evaluation (i.e., examining records, conducting observations, using self-report measures, and using interviews). (SW)

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Bilingual Evaluation Technical Assistance

Workshop IV

Planning for Implementation Evaluation

Participant's Handbook

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Workshop Objectives

1) Generate implementation questions appropriate for a given bilingual program

2) Apply a strategy for describing the factors that influence your bilingual program

3) Identify relationships between program inputs, context, processes and outcomes

4) Know criteria for selecting instruments appropriate for gathering implementation data

Activity #1

Worksheet #1

Kinds of Information Contained in the Program Description

Item	Static	Process

Activity #2

Worksheet #2

Program Feature	Descriptive Information	Program Dynamics

Worksheet #2

Program Feature	Descriptive Information	Program Dynamics
Program Objectives		
Staff expertise in bilingual education		
Teaching methodology		
Instructional Curriculum		
Program Administration		
Involvement of Bilingual Students' Parents		
Commitment of school and/or district administration to bilingual program		
Selection of Students for the Bilingual Program		
Relationship between bilingual and monolingual programs		

Activity #3

Checklist #1

Program Description

Name of District or School: _____

Grade levels with some form of bilingual program or ESL:

Grade Levels	Number of Students per Level
K-3	
4-6	
7-9	
10-12	

Language groups involved:

Languages and Number of Students

Grade Level	Language A	Language B
K-3		
4-6		
7-9		
10-12		

	Number of Bilingual Personnel Available			
Language	Teachers	Aids	Coordinators	Other
A				
B				

Type of Treatment Offered

	Transitional	Maintenance	ESL	Other (Specify)
K-3				
4-6				
7-9				
10-12				

Activity #4

Worksheet #3

Program Feature	As Stated in Program Description	As Stated in the Proposal

FIGURE 3-2

Factors Involved in Program Dynamics

Factor	Dynamic
Community	Support/non-support of bilingual program. Involvement of parents and other community members in program. Attitudes toward the program. Home, family, general cultural values.
Teaching Staff	Relationship between bilingual program and regular program teaching staff. Attitudes toward bilingual program. Willingness of teachers to obtain training/credentials necessary for instructing bilingual students.
Politics	New or modified legislation regarding bilingual education. Effects of political campaigns, influences on school or district policies toward bilingual programs. Effects of bussing or other integration methods (i.e., magnet schools) on the bilingual program. School board attitudes, commitment to bilingual program and other administrators.
Administration	Coordination of bilingual program management with other programs in the district or schools. If the bilingual program is district wide, coordination of programs between schools. Expertise of program managers in the areas of administration and bilingual education.
Students	Student attitudes toward school, the bilingual program and cultures, whether their own, or others. Effects of home and community environment on their academic performance and behavior at school.
Demographic Factors	Population density, socioeconomic status and culture(s). Population stability: influx of new immigrants, social mobility (or lack of it), presence of migrant workers. Availability of employment for the population served.

Activity #5

FIGURE 3-3

Modeling Your Program

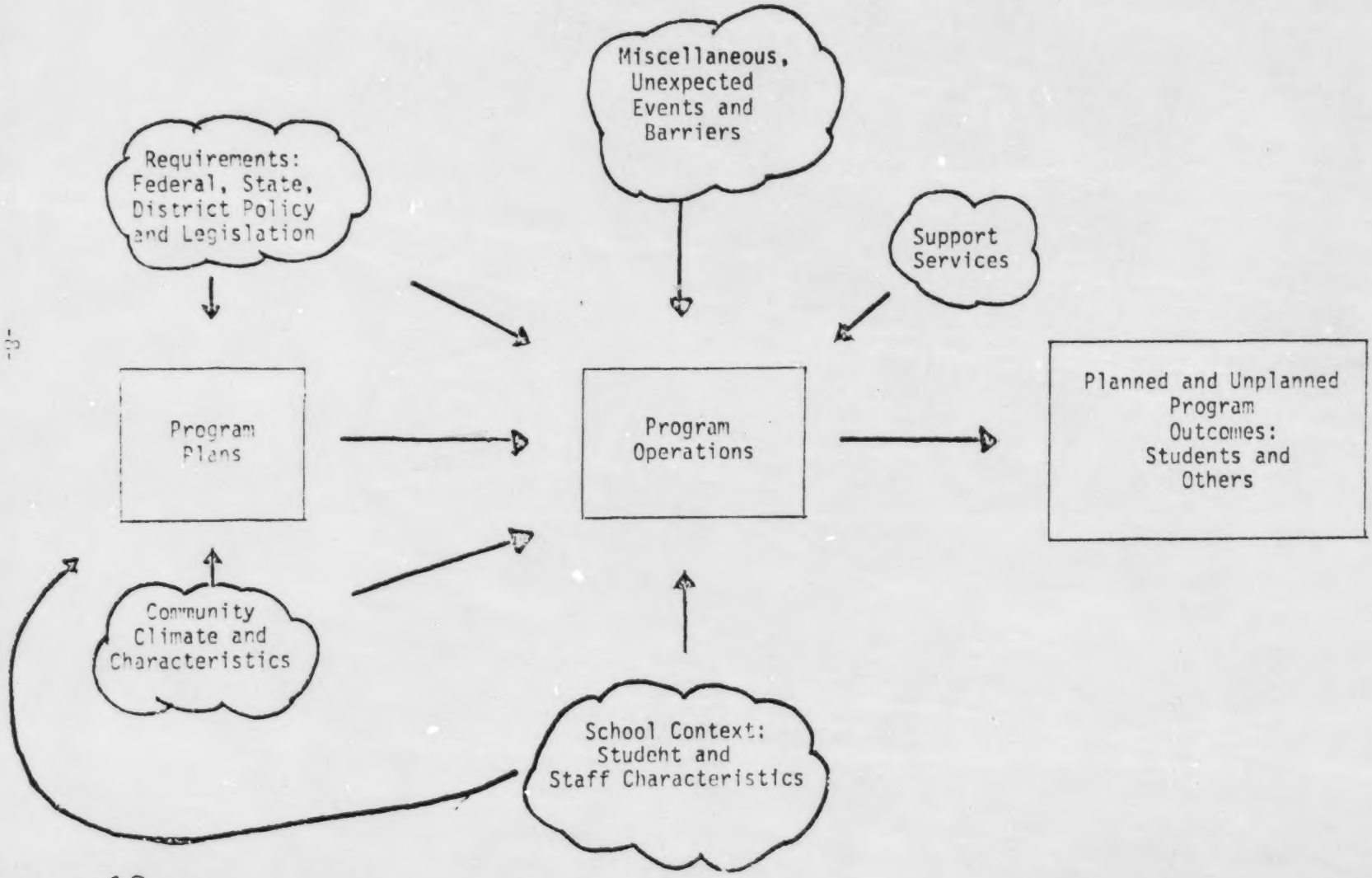
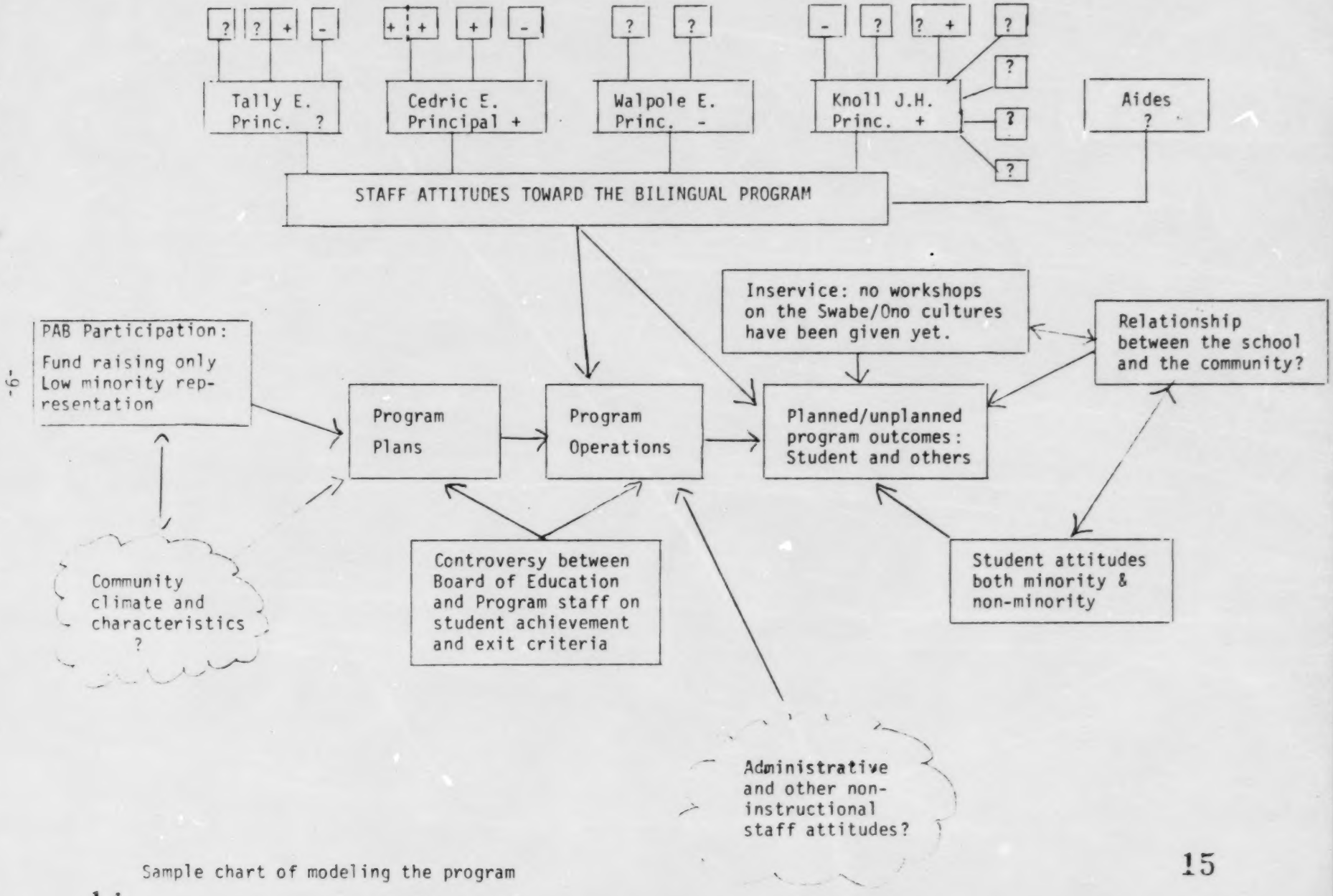

Miscellaneous, Unexpected Events and Barriers
Requirements: Federal, State, District Policy and Legislation
Support Services
Program Plans
Program Operations
Planned and Unplanned Program Outcomes: Students and Others
Community Climate and Characteristics
School Context: Student and Staff Characteristics

Figure 3-4

FACTORS AFFECTING ATTITUDES TOWARD THE BILINGUAL PROGRAM


? ? + -
Tally E.
Princ. ?
+ + + -
Cedric E.
Principal +
? ?
Walpole E.
Princ. -
- ? ? + ? ? ? ?
Knoll J.H.
Princ. +
Aides
?
STAFF ATTITUDES TOWARD THE BILINGUAL PROGRAM
PAB Participation:
Fund raising only
Low minority representation
Inservice: no workshops on the Swabe/Ono cultures have been given yet.
Relationship between the school and the community?
Program Plans
Program Operations
Planned/unplanned program outcomes: Student and others
Community climate and characteristics ?
Controversy between Board of Education and Program staff on student achievement and exit criteria
Student attitudes both minority & non-minority
Administrative and other non-instructional staff attitudes?

Sample chart of modeling the program

FIGURE 3-5

Sample Questions to Identify Key Program Features for Implementation Evaluation

- What makes the program distinctive from other programs with similar goals? What are its unique characteristics?
- How are the unique features likely to help the program achieve its goals?
- What are the program's strong points?
- Which parts of the program are most troublesome, likely to "go wrong," most controversial?
- What features of the program would you honestly be willing to modify? to drop?
- What kind of evidence would convince you (be credible) that a program component was (or was not) working well? What would the information look like?
- Do you anticipate any non-school events to affect the program? How? Why?
- What is your greatest concern about the program?
- What aspect of the program makes you most proud to be associated with this bilingual education program?

FIGURE 3-6

Kinds of Data Useful in Examining Program Dynamics

	POSSIBLE MEANS OF DATA COLLECTION					
		Self Report		Performance		
	Record-keeping	Oral	Question-naire	or achieve-ment test	Inter-view	Obser-vation
1. Student-Related Data						
Observations of student interactions with each other (rated for frequency, content, complexity, etc.)						✓
Daily schedule of activities: those conducted for the whole class by the teacher; those conducted in small groups by the teacher, aides or volunteers, independent activities	✓		✓			✓
Use of native language and English in the classroom. Percentages of time when each language is used; content areas. Method of communicaton used routinely.	✓		✓		✓	✓
Comparison of stated objectives and means of achieving these with objectives worked toward, and means used	✓		✓		✓	
Role of personnel in the classroom (teachers, aides, volunteers) by content area or subject matter					✓	✓
Changes over the semester or school year in procedures used	✓	✓	✓		✓	✓
Reading and Language Arts curriculum: materials used day by day, means of communicating concepts, methods used to provide practice (e.g., reading groups, audio-fisual equipment, one-to-one reading, etc.)	✓	✓	✓		✓	✓
Documentation of cross-age or other tutoring. Students and others involved, nature of the tutoring, frequency, response of student and tutors to content and procedures.	✓		✓		✓	✓
Documentation of counseling activities. Formal and informal, by peers, teachers and others.	✓	✓	✓		✓	✓
Extra-curricular activities. What goes on with whom. Sports programs, clubs, parties, and other social activities	✓	✓	✓		✓	✓
2. Program-Related Data and Contextual Data						
Means used to arrive at program goals and objectives	✓		✓		✓	
Means used to arrive at performance standards	✓		✓		✓	
Processes used to confer with resource personnel (e.g., weekly meetings whereby principal discussed cumulative files with reading specialist)	✓	✓	✓		✓	
Activities of community participants. Advisory panel meeting minutes or record of how volunteers spent their time in the classroom.	✓	✓	✓		✓	✓
Duties and actual activities of school administrators in working with bilingual program	✓	✓	✓		✓	✓
Rates of participation in the program by various groups in the community	✓	✓	✓		✓	
Support for the program from state and local sources: political and attitudinal support (may be difficult to document), funds and manpower	✓		✓		✓	
Community attitude toward language groups served, bilingual program and education		✓	✓		✓	
Community resources used (e.g., number of visits to employers in the community; use of the park, field trips to local sites, visits to the school by representatives of the community, etc.)	✓					

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FIGURE 3-7
SELECTING INSTRUMENTS FOR IMPLEMENTATION EVALUATION

	Advantages	Disadvantages
Method 1: Examine Records Records are systematic accounts of regular occurrences consisting of such things as attendance and enrollment reports, sign-in sheets, library checkout records, permission slips, counselor files, teacher logs, individual student assignment cards, etc.	- Records kept for purposes other than the program evaluation can be a source of data gathered without additional demands on people's time and energies. - Records are often viewed as objective and therefore credible. - Records set down events at the time of occurrence rather than in retrospect. This also increases credibility.	- Records may be incomplete. - The process of examining them and extracting relevant information can be time-consuming. - There may be ethical or legal constraints involved in your examination of certain kinds of records--counselor files for example. - Asking people to keep records specifically for the program evaluation may be seen as burdensome.
Method 2: Conduct Observations Observations require that one or more observers devote all their attention to the behavior of an individual or group within a natural setting and for a prescribed time period. In some cases, an observer may be given detailed guidelines about who or what to observe, when and how long to observe, and the method of recording the information. An instrument to record this kind of information would likely be formatted as a questionnaire or tally sheet. An observer may also be sent into a classroom with less restrictive instructions, i.e., without detailed guidelines, and simply asked to write a responsive/naturalistic account of events which occurred within the prescribed time period.	- Observations can be highly credible when seen as the report of what actually took place presented by disinterested outsider(s). - Observers provide a point of view different from that of people most closely connected with the program.	- The presence of observers may alter what takes place. - Time is needed to develop the observation instrument and train observers if the observation is highly prescribed. - It is necessary to locate credible observers if the observation is not carefully controlled. - Time is needed to conduct sufficient numbers of observations. - There are usually scheduling problems.

FIGURE 3-7
SELECTING INSTRUMENTS FOR IMPLEMENTATION EVALUATION (continued)

	Advantages	Disadvantages
Method 3: Use Self-Report Measures Questionnaires are instruments that present information to a respondent in writing or through the use of pictures and then require a written response--a check, a circle, a word, a sentence, or several sentences.	- Questionnaires provide the answers to a variety of questions. - They can be answered anonymously. - They allow the respondent time to think before responding. - They can be given to many people, at distant sites, simultaneously. - They can be mailed. - They impose uniformity on the information obtained by asking all respondents the same things, e.g., asking teachers to supply the names of all math games used in class throughout the semester.	- They do not provide the flexibility of interviews. - People are often better able to express themselves orally than in writing. - Persuading people to complete and return questionnaires is sometimes difficult.
Method 4: Use Interviews Interviews involve a fact-to-face meeting between two (or more) persons in which a respondent answers questions posed by an interviewer. The questions may be pre-determined, but the interviewer is free to pursue interesting responses. The respondent's answers are usually recorded in some way by the interviewer during the interview, but a summary of the responses is generally completed afterwards.	- Interviews can be used to obtain information from people who cannot read and from non-native speakers who might have difficulties with the wording of written questions. - Interviews permit flexibility. They allow the interviewer to pursue unanticipated lines of inquiry.	- Interviewing is time-consuming. - Sometimes the interviewer can unduly influence the responses of the interviewee.

Source: Morris & Fitz-Gibbon, 1978

Activity 7

Worksheet 4

Questions	Instrument	Rationale
Descriptive:		
1)		
2)		
3)		
Dynamics:		
1)		
2)		
3)		